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Gregory Sorbara
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Federal-provincial training agreement increases responsibilities of CITCs

Gregory Sorbara, Ontario Minister of Skills Development, and Flora MacDonald, federal Minister of Employment and Immigration, recently co-signed a letter of intent setting out key principles for a new three-year agreement on institutional training and training services in Ontario.

The agreement, signed Nov. 27, enhances the role and responsibilities of Community Industrial Training Committees (CITCs), and reaffirms the commitment to increase the real level of institutional training in Ontario with expenditures of not less than \$166.3 million (the 1985-86 total) in each of the next three years.



At the London CITC conference, Skills Development Minister Gregory Sorbara receives name tag from Linda Peters, executive assistant with the London Industrial Training Advisory Board. See story on page 3.

"Canada and Ontario agree to enhance their support of the Community Industrial Training Committees," the agreement stated. "In addition to their existing terms of reference, CITCs will be encouraged to take on new responsibilities for the purchase of training and, where appropriate, for organizing work for trainees upon completion of their institutional training.

"Additional direct administrative and financial assistance will be provided to CITCs to facilitate these purposes."

The agreement fulfils the Minister's commitment to strengthen and expand the province-wide network of training committees.

In fiscal 1986-87, CITCs will benefit from an allocation of \$9 million which will enable them to make direct purchases of training services as needed in the community.

Donald C. Ahrens, administrator of the CITC program in the Ministry of Skills Development said the allocation represents the most significant breakthrough in the history of CITCs, providing resources for major expansion of existing committees and formation of new ones.

Shortly after the announcement, Ministry officials began contacting CITC members across the province to make implementation plans.

"Canada and Ontario agree that all training purchases will reflect the needs of the community in occupations that are in demand, and the need of individuals who qualify under the programs of the

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Letter of intent signed

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Canadian Job Strategy," the agreement stated.

Federally-funded training available to public institutions falls into three categories:

- a) direct purchases of institutional training from Ontario by the federal government;
- b) training purchases by CITCs jointly established and recognized by the federal government and Ontario and composed of representatives of employers and labour with the participation of officials of both governments and training institutions;
- c) training purchased by employers, non-profit organizations, community groups or managing co-ordinators as part of projects or activities funded under the Canadian Jobs Strategy.

Another key principle outlined in the statement is that Ottawa recognizes the primary responsibility of Ontario for the quality of publicly-funded training, a provision reinforcing the provincial monitoring role.

"Canada agrees to ensure that public institutions in Ontario will have fair access to provide, on a competitive basis, training arranged by employers, project sponsors and managing co-ordinators under the Canadian Jobs Strategy."

After signing the letter of intent, Miss MacDonald said the agreement will increase private sector participation in training while maintaining essential stability of the public training institutions in Ontario.

Mr. Sorbara expressed pleasure at the federal government's intention to increase the training allocation accessible to Ontario's colleges of applied arts and technology.

"I am confident that our high-quality public institutions will take full advantage of these new opportunities," Mr. Sorbara said.

Concerning apprenticeship programs, the agreement said federal funding of the

classroom portion will remain unchanged for fiscal 1986-87. But it also called for a joint federal-provincial review of apprenticeship to be conducted during 1986-87. Review procedures were also announced to assess the effectiveness of all the new training arrangements.

"Canada and Ontario agree to undertake, in the second year of this agreement, a joint assessment of the results achieved under the arrangements contained herein," the agreement said. "In consultation with Ontario, this assessment will form the basis for determining the appropriateness of the relative allocations to direct and indirect training purchases in the third year of this agreement."

CITC chairmen were invited to respond to the new provisions. In a letter to chairmen, Mr. Sorbara asked CITCs to participate in the design of new training arrangements.

In mid-December, federal-provincial negotiating teams were still working out the funding mechanism for training purchases by CITCs. Funding guidelines were to be sent to CITCs as soon as available.

CIM facility opened

PETERBOROUGH--The opening of the Centre for Integrated Manufacturing at Sir Sandford Fleming College provides Ontario with a unique centre for advanced skill training in industrial robotics and computerized manufacturing.

Skills Development Minister Gregory Sorbara joined other government officials at the November opening ceremonies of the centre which offers courses in computer-aided design, manufacturing and management.

Among the resources of the new building are a robotics laboratory, computer-aided drafting equipment, a 1024-megabyte graphics computer for three-dimensional design, a laboratory for computerized numerical control, a program in statistical process control, and equipment for optical character recognition and universal product coding.

A pamphlet describing the programs of the centre is available by writing to CIM, Sir Sandford Fleming College, Brealey Drive, Peterborough, Ontario K9J 7B1.

Fifth CITC conference heralds resurgence

The fifth annual conference of Community Industrial Training Committees, held in London in October, heralded a major resurgence in the operations of Ontario's CITCs.

In a speech to delegates, Ontario Skills Development Minister Gregory Sorbara delivered a firm commitment to provide additional financial support.

That commitment became reality the next month with the signing of a federal-provincial letter of intent which included a targeted allocation of \$9 million for CITCs to make direct purchases of training in their communities during the next fiscal year.

Sponsored by the London Industrial Training Advisory Board (LITAB), the conference drew more than 100 private sector representatives from CITCs across the province, in addition to participants from all levels of government, the educational community and the media.

Key issues concerning industrial training were raised early in the conference by John Walsh, assistant professor of business at Wilfrid Laurier University.

Attacking the traditions that have kept industry and the education system apart, he said the linear career paths of the past, in which preparation for work was followed by a lifetime of employment in the same job, is no longer realistic.

"What has changed is the pace of technological innovation which has altered forever the traditional structures and functions of educational institutions and the world of work.

"The new order is one where the life cycle of jobs is much shorter than a person's employment life, and where the really new technology is not in the educational system but at work," Professor Walsh said. Individuals who intend to thrive in the future must not see learning as stage one of life and working as a permanent stage two, he added. The biggest growth area in education is the adult learner returning to school in order to switch jobs in the face of change.

"Our institutions, however, are structurally and functionally rooted



Conferees in action: Left to right, John Brock, chairman of adult training, Canadore College, North Bay; David Barker, an officer of the United Auto Workers, Local 1520, London; and Derek Pepper, LITAB executive, owner of Pepper Compressed Air and Gas Ltd., Dorchester.

in the past," he said, and they have strong tendencies to downgrade blue-collar occupations and to elevate white-collar ones.

"The irony is that both blue and white classifications are being made redundant by the steel-collar, automated robot and microprocessor revolutions."

In group discussions which followed those remarks, the consensus among participants was that only through community-based training structures can industry and education work out a new order for life-long learning. CITC representatives saw their role as essential for resolving the issues raised by Professor Walsh.

The importance of the CITC role was a major theme in remarks by Mr. Sorbara, the Minister of Skills Development, speaking after lunch on the first day of the two-day conference.

"The Ministry will continue to rely on you (CITCs) to supply solid information about local labour markets, and current and projected skill requirements," he said.

"I believe the vitality and energy of CITCs is a direct offshoot of their independent, volunteer status. The CITCs represent a grass-roots advisory

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LITAB's CITC conference ... cont.

process. It is critical to maintain the committees as autonomous bodies.

"Let me signal that I am aware of your concerns regarding the financing of your activities. We will provide additional support."

The Minister's presentation was followed by a plenary session conducted by Dr. Madeline Hardy, Director of Education for the London Board of Education.

Tracing the history of industrial training in Ontario, Dr. Hardy started with a conflict that arose in the 1840s "between education for the elite and education for all."

Egerton Ryerson, Chief Superintendent of Education at the time, eventually prevailed with his view that education should be open and free for all. But Ryerson soon became concerned about industrial training, she noted.

In 1869, Ryerson wrote: "The youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits."

An early remedy to that conflict was provided in 1870 with the opening of Mechanics' Institutes, Dr. Hardy said. But in 1895, the institutes were turned into public libraries, while in the United States similar institutes were developing into technical colleges.

"Not until 1966 did Ontario see the establishment of community colleges to take the lead in training," Dr. Hardy noted. It is amazing how much has been accomplished in just 20 years, she added.

In an interview following her address, Dr. Hardy explained that while the United States developed colleges for industrial training in the 19th century, Ontario and Canada relied almost exclusively on immigration to supply skilled workers.

The theme of reaction to change was emphasized the next day in an address by R.N. (Dick) Hill, divisional superintendent, operations, Stelco Lake Erie Works. He described the skills upgrading program which is part of operations at Stelco's new plant.

"At Stelco we have recognized this necessity and have embarked on a training

program which is generally designed to improve communications among all levels in the organization. The program is called Interaction Management. Its three principles are to maintain or enhance self-esteem; to listen and respond with empathy; to ask for help in solving a problem.

"It minimizes theory in favour of concentrating on the rapid development of interpersonal skill proficiency. Methods of reinforcement such as praising, coaching and modelling are stressed. We have found that employees with this training deal more effectively with people. Interaction management training makes for more productive supervisor-employee relationships."

Mr. Hill emphasized that the human dimension of management skills is the most important component in the learning of new technological skills.

"Each plant operates its own Interaction Management program. At Lake Erie Works, we have trained 360 managers and supervisors to date. Every manager and supervisor is brought back in for an additional day of training every six months. This is an ongoing training program and a definite change in management style is evolving on site."

The conference concluded with an address by David Morley, executive director, Ontario Region, Canada Employment and Immigration Commission. He expressed the regrets of Flora MacDonald, the federal minister, who could not attend due to a Cabinet meeting in Ottawa.

After describing the six streams that comprise the Canadian Jobs Strategy, Mr. Morley reaffirmed the federal government's commitment to training and to the CITC network.

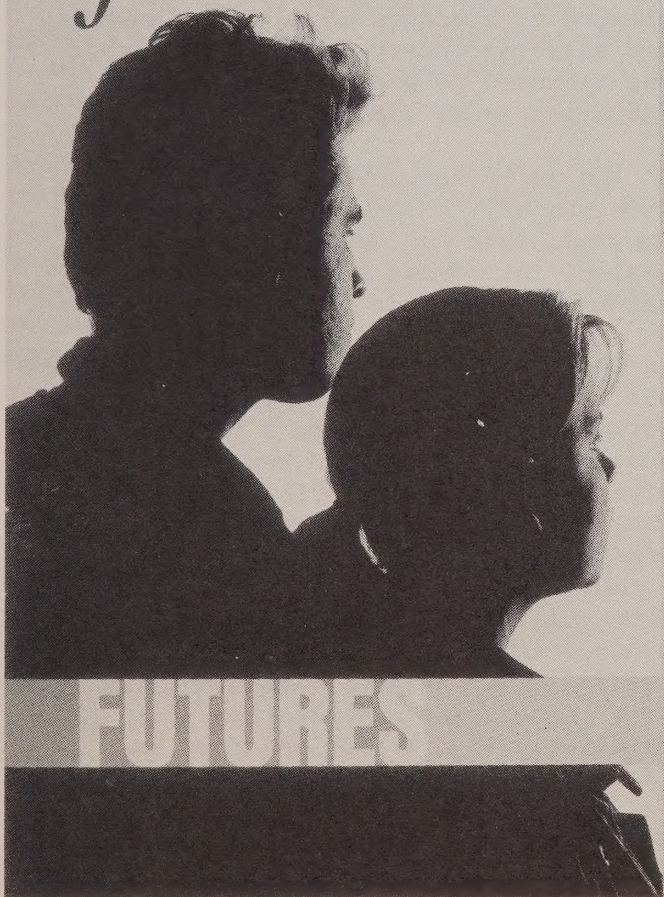
"The CITC network has been an important partner . . . in identifying and responding to training needs," Mr. Morley said. "We hope to continue this partnership between the CEIC, the province and the CITCs, and use your expertise as we have in the past."

The full proceedings of the conference have been published in binder form by LITAB through the efforts of Linda Peters, executive assistant of the committee. Further information can be requested through Ms. Peters at LITAB, Suite 219, 148 York Street, London, Ontario N6A 1A9.

FUTURES program for hard-to-employ young people greeted enthusiastically

Ontario's FUTURES program for hard-to-employ youth, announced in October, has been greeted enthusiastically by young applicants and prospective employers.

Training young people for work



Above is the cover of a pamphlet outlining the FUTURES program. Extra copies may be requested by writing to: Communications, Ministry of Skills Development, 12th Floor, 101 Bloor Street West, Toronto, Ontario M5S 1P7.

The 90 campuses of Ontario's colleges of applied arts and technology and 55 youth employment counselling centres deliver the program at the local level on behalf of the Ministry.

At Hamilton's Mohawk College, employers as diverse as Dofasco and Opera Hamilton have expressed interest.

Mary Romeo of Opera Hamilton said the company is interested in participating as an employer because it can provide learning opportunities for office trainees in a cultural milieu.

Under the FUTURES program, young trainees are paid the minimum wage. A training plan is set out with the employer and the progress is followed by the delivery agent.

Other highlights of the program are:

- * Any Ontario employer may apply. Almost any kind of work qualifies. What counts is the quality of training and a good chance for full-time work after the subsidy period ends.
- * FUTURES is not a gift nor a handout to young people and employers. Certain promises have to be made and delivered.
- * FUTURES pays the trainee directly, \$4 per hour during work placement. In exchange, the employer must provide consistent, on-the-job training.
- * No trainee may take work from a regular employee.
- * As long as the counsellor is consulted, the trainee may be hired on a full-time basis at any time during the training period.
- * For unemployed high school dropouts, FUTURES provides up to a year of guaranteed work placement, provided that they undertake educational upgrading to Grade 12 equivalency.

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Co-operative education thrives in Wallaceburg

"Move the classroom directly into industry" is the motto that has guided the training successes of the Wallaceburg and District Industrial Advisory Committee (WDIAC).

Public sector agencies and private sector employers share the pride of accomplishment for an effective program of co-operative education, based at Wallaceburg District Secondary School in this Southwestern Ontario community of 11,000.

Jack Glendinning, principal of WDSS, credits the involvement of seven public agencies and about a dozen employers in making training arrangements which have channelled students into the excellent opportunities provided by the town's metal trades and high technology tool-and-die operations.

Since 1980, about 100 students, who might otherwise have moved away from Wallaceburg, have benefited from co-operative education which has opened doors to well-paid employment in high-skilled local industries, Glendinning said.

"Co-op students have a high profile among our 1,000 students," the principal noted. "Their success has produced a waiting list of applicants for the program, and has spread a special awareness about skilled employment throughout the school population."

The co-op program has highlighted the excellent earning possibilities of skilled employees in local industries, he said. But in order to eliminate the critical shortage of skilled tradespeople in years to come, students must be made aware of career options in the industrial sector during the elementary years in education.

"By the time the students get to Grade 9, they almost always have some idea of what direction they want to take. We have to let the kids know at an earlier age that industry can offer a satisfying career."

The principal's views about co-operative education have been voiced effectively because he is also a member of the Wallaceburg District Industrial Advisory Committee (WDIAC), a group of about 25,

dedicated to skills development in the town.

WDIAC is chaired by Mike Berthiaume who is also president of H.E. Vannatter Ltd., a computer-controlled tool-and-die operation and one of Wallaceburg's largest employers.

Sylvia Glasgow, Berthiaume's executive assistant at Vannatter, also serves as executive secretary of WDIAC on a volunteer basis.

Berthiaume said the committee's most notable achievement is the network it has created, bringing together representatives of the secondary school, the Kent County Board of Education, St. Clair College, the Wallaceburg Economic Development Council, the regional office of the Ministry of Skills Development and the local Canada Employment Centre, as well as representatives of local industries.

Glasgow pointed out the committee's tangible accomplishments, including the production of two videotapes to promote the skills development opportunities in Wallaceburg. One tape was designed for viewing by students in senior elementary and early secondary grades; the other was produced to promote co-operative education among employers.

At the secondary school, Henry Bolley, director of the co-operative education program, said the school's semester system, introduced this year, makes arrangements easier for co-op placements.

In the first semester, the co-op students are in school full-time, taking English, mathematics, science and a technical subject. In the second semester, students are placed in local industries four days a week, with one day in school, studying a life-skills curriculum.

Twenty-five students applied to enter the program this year: nine in metal cutting trades, eight as auto/farm mechanics, four in building construction/architectural drafting and four as industrial electricians.

Bolley said he was encouraged by forecasts of increased government support for co-operative education programs and by greater interest among students. More students have applied as a result of increased public awareness about co-op education, he added, citing articles that have appeared in Wallaceburg's two weekly newspapers.

\$5 million pilot project seeks new job strategies for Sudbury's unemployed

A \$5 million pilot project has been announced to develop innovative ways of preparing workers for new jobs in the regional municipality of Sudbury.

In a statement to the Ontario Legislature on Dec. 18, Skills Development Minister Gregory Sorbara said the first aim will be to develop worker adjustment programs, especially for older workers experiencing employment disruption due to layoffs.

Employment reductions by INCO and Falconbridge will amount to a substantial number of jobs being lost in the next year, he said.

"Regrettably, this is part of a pattern of job attrition we have seen in Sudbury over the years as those companies take steps to remain competitive in an extremely tight world commodity market."

Of the \$5 million to be invested in the project, \$2.5 million comes from the federal government, \$2 million from the province, and \$500,000 from INCO and Falconbridge.

The Sudbury pilot project will be administered through a local committee, broadly representative of Sudbury's business, municipal and labour interests. The committee will recommend projects to the federal and provincial governments.

The committee will also work with INCO and Falconbridge to find ways of achieving increased efficiency with

minimum dislocations. Topics for discussion will include work sharing plans, extended leave options and early retirement.

Working with the regional municipality of Sudbury, the committee will also seek long-term strategies to create permanent employment opportunities.

Another basic aim of the pilot project is to develop concerted adjustment strategies which can later be applied to other Northern Ontario communities that are dependent on resource industries and face similar situations.

\$15 million allocated for training as Toyota picks Cambridge site for plant

A provision of \$15 million for skills training was announced in December as part of the arrangements that will bring a \$400-million Toyota plant to Cambridge by 1988.

The Ministry of Skills Development plans to allocate the \$15 million to Toyota for training of the plant's workforce.

In a statement to the Ontario Legislature, Hugh O'Neil, Minister of Industry, Trade and Technology, said the training grant to Toyota is "an investment by Ontario in the skills development of our workforce."

At capacity, the plant will turn out 50,000 1.6 litre Corolla-type cars a year. In addition to direct employment of 1,000 workers inside the plant, many other sectors of the economy will benefit including auto parts manufacturing, construction, equipment supply, transportation services and sales.

"It has tremendous economic implications, not only for the Cambridge area, but for all citizens of this province and all Canadians," Mr. O'Neil said.

"Although Cambridge was finally chosen by Toyota, approximately 40 other municipalities worked extremely hard in providing comprehensive information packages on their respective communities," the Minister added. "They are to be congratulated on their efforts throughout an extremely extensive site-selection process."

For extra copies of Skills, telephone (416) 965-6407

Skills, in its sixth year of publication, serves as a communication link among CITCs and the skills training community across the province.

Contributions concerning the activities of your CITC or any other facet of skills training are invited. If you have a topic suggestion that you would like to discuss, call Editor Elmo Ciprietti at (416) 965-1230. Written comments may be sent to:

Skills Editor Room 1468, Mowat Block 900 Bay Street, Toronto, Ontario, M7A 1L2.

FUTURES...

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- * For unemployed graduates under 25, the program offers up to 16 weeks of work placement.
- * Full details on eligibility criteria for participants are available by calling the local community college or youth employment counselling centre.
- * Information on the program is available by calling the toll-free Ontario Youth Hotline, 1-800-387-0777.

Skills Development Minister Gregory Sorbara told the Legislature that \$133 million has been provided for hard-to-employ young people across the province this year--an increase of \$58 million over fiscal 1984-85.

Announcing the program, the Minister said he expected that 56,000 young people will have benefited from it within a year.

FUTURES consolidates youth services and expands the support provided by six precursor programs, while simplifying delivery and avoiding inconsistencies, gaps and duplications. FUTURES replaces Youth Works, Youth Corps, Youth Start, Youth Tourism, the Ontario Career Action Program and Residential Centres.

HOW TO TAKE PART

The employer applies to the nearest youth employment counselling centre or community college. A simple application form is filled out, then processed locally.

After being matched as closely as possible to the job, the young person comes to the employer for an interview. If the combination works, the employer signs a contract. This is a fairly detailed description of the job, its length, the training involved and what sort of future the training could lead to. If an appropriate trainee is available, this entire process takes only a few days, start to finish.

Once on the job, the counsellor continues to advise the trainee. The employer is also expected to stay in touch with the counsellor. With this sort of co-operation, most difficulties can be ironed out. If not, the contract can be cancelled.

Additional \$5 million enhances Training in Business and Industry

An additional \$5 million has been made available this fiscal year to colleges of applied arts and technology for Training in Business and Industry (TIBI) programs.

Skills Development Minister Gregory Sorbara notified college presidents in December that provincial funding for TIBI programs, initially set at \$19 million will be increased to \$24 million in order to offset the reduction of federal funds from employer-based training.

Mr. Sorbara said the increased funding was in response to employers who had written to the Ministry asking for expanded provincial support as a result of the reduction of federal funds from the National Industrial Training program.

TIBI programs provide flexible, relevant training programs in the workplace, in colleges and in union halls, to help workers adapt to changing work requirements.

Fibre/Plastics Innovation Centre opened at Centennial College

SCARBOROUGH--The East Metro Industrial Training Advisory Committee (EMITAC) intends to be among the first clients of Centennial College's Innovation Centre for Advanced Composites (Fibre/Plastics).

With the official opening of the centre in December, Ontario took a major step into high-technology training for production of plastics which are stronger than steel, but lighter.

Among the participants at the inauguration on December 11 were Hugh P. O'Neil, Minister of Industry, Trade and Technology, Dick Ranney and Larry Woods of the Ministry of Skills Development.

George Yaworsky, Dean of the Continuing Education Division of Centennial College, said courses are set to start in January. The new centre, located at Centennial's Ashtonbee Campus, is the first of 20 innovation centres set to open at community colleges across Ontario.